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AUTHOR D'Amico, Frances C.
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ABSTRACT

A study was conducted to investigate the relationship between the occupational and educational experiences of community college faculty and their role expectations; the relationship between faculty reference group identity and role expectations; and the differences in the faculty role expectations held by students, administrators, and faculty. A random sample of 1,202 faculty (N=470), students (N=649), and administrators (N=83) from 9 New York state public community colleges was surveyed using a Role Expectations Questionnaire, a Faculty Characteristics Questionnaire, and an Administrator Characteristics Questionnaire. Study findings, based on an overall response rate of 45%, included the following: (1) despite occupational differences, faculty members agreed on the importance of teaching and classroom activities and research, publishing, and professional activities; (2) faculty holding a doctoral degree gave more importance to research and publication than their colleagues with master's degrees or less, who tended to attach greater importance to student development activities; (3) faculty who considered the community college as their reference group tended to place more importance on teaching and classroom activities and student personal and social development than their colleagues with outside reference groups; and (4) faculty differed with both administrators and students in terms of the importance of various roles. (HB)

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Differences in Role Expectations
For Community College Faculty

Frances C. D'Amico, Ph.D.

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An Abstract of
Differences in Role Expectations for Community College Faculty
by Frances C. D'Amico, Ph.D.

The study was conducted during the Spring 1981 semester utilizing the sample survey method. A total of 1202 subjects including 470 faculty, 649 students, and 83 administrators from nine New York State public comprehensive community colleges responded to questionnaires consisting of a Role Expectations Questionnaire (REQ) developed by the researcher and a Faculty Characteristics questionnaire, also developed by the researcher.

Factor analysis of the REQ resulted in the creation of six areas of role expectations. Responses to the Faculty Characteristics Questionnaire provided information for the quantitative analyses to determine significant differences in role expectations held by faculty for themselves; and to determine significant differences in role expectations held by faculty and students, and faculty and administrators.

Findings are reported in relation to subgroups of faculty and differences in role expectations held for faculty; and some differences between faculty and students, and faculty and administrators are reported.

Introduction

The growth of the community college in American higher education has brought with it concerns about the complexity of the role of the faculty. Specifically, there is a concern expressed in the literature that the diversity of experiences that faculty bring with them to community college teaching may be associated with different ideas of what faculty ought to do while performing their role. Social systems theory suggests that the individual brings his role perceptions and expectations to the role associated with a position in a particular social system, and that these perceptions are influenced by the "process by which individuals acquire the values, attitudes, norms, knowledge, and skills needed to perform their roles acceptably in the group in which they are members" (Merton, 1957, p. 41).

Emphasized in the literature on faculty in four-year colleges and universities is the portrayal of different interests of faculty, students, and administrators concerning the role behavior of faculty prescribed for members of the role set. Potential conflict exists whenever the role behavior and perceptions of individual members of the role set differ as to what is "appropriate" conduct for the individual in a given position.

However, there is an absence of research on the existence of different role expectations of students and administrators for community college faculty.

Purpose of the Study

It was the purpose of this study to identify and describe the influences of faculty experiences associated with differences in faculty role expectations held by faculty for themselves; and to identify and describe areas of potential role conflict between faculty and students,

and between faculty and administrators. The study included the following objectives:

1. To investigate the relationship between faculty occupational experiences and the role expectations for faculty held by faculty for themselves;
2. To investigate the relationship between faculty educational experiences and the role expectations held by faculty for themselves;
3. To investigate the relationship between faculty reference group identity and the role expectations held by faculty for themselves;
4. To investigate the differences in faculty role expectations held by faculty, students, and administrators.

Study Sample

A random sample of faculty, students, and administrators stratified by size of institution was selected in the Spring 1981 semester. A total of 1202 subjects, faculty (470), students (649), and administrators (83) from nine New York State public comprehensive community colleges responded to questionnaires consisting of a Role Expectations Questionnaire (REQ), Faculty Characteristics Questionnaire, and Administrator Characteristics Questionnaire developed by the researcher. Total response rate from the nine institutions was 45%.

Data Collection and Analysis

Responses to the REQ were subjected to the procedure of factor analysis in order to construct factor-based subscales. Using the Varimax Rotation, factor-analysis of the thirty-two item questionnaire resulted in the creation of six subscales of role expectations. The six subscales were identified (1) teaching and classroom activities, (2) department, college, and professional organization activities, (3) research, publishing, and professional service activities, (4) student

personal and social development activities, (5) advisement and curriculum development activities, and (6) preparation of students for advanced study activities. (See Table 1).

Responses to the Faculty and Administrators Characteristics Questionnaire (FAQ) provided information basic for the quantitative analysis of determining significant differences in role expectations for community college faculty held by various subgroups of faculty and administrators. The categories comprising the characteristics of faculty were: (1) occupational experiences, (2) educational experiences, and (3) reference group. These categories were subdivided to include variables which describe the nature of those experiences.

TABLE 1

Varimax Six Factor Solution
N-1202 Students, Faculty, and Administrators

	Factor Loading
<u>Factor I: Teaching and Classroom Activities</u>	
21 Transmit information and knowledge through classroom activities	.65
20 Stimulate student interest in learning	.64*
19 Develop critical thinking and problem-solving ability in students	.63*
24 Select classroom materials such as texts, films, or the like	.60
6 Keep up to date on subject matter in one's field	.50
1 Help students who have problems with their studies	.42*
3 Teach introductory, remedial, and terminal courses in one's field	.32
<u>Factor II: Department, College, and Professional Organization Activities</u>	
30 Serve on department committees	.74
9 Serve on college committees, senate or the like	.62
16 Attend faculty meetings	.61*
29 Attend conferences and meetings related to the community college	.58
32 Perform routine departmental and college administrative duties	.49
23 Attend conferences and meetings related to one's field	.42*
<u>Factor III: Research, Publishing, and Professional Service Activities</u>	
7 Deliver speeches and presentations to outside groups and organizations	.61
14 Write for scholarly publication	.61
8 Hold leadership positions in professional organizations	.56*
4 Conduct scholarly research	.53
2 Provide consultant service, for a fee, to outside groups and organizations	.39
28 Perform community, religious, or charitable activities	.37*

Table I (Cont'd).

Varimax Six Factor Solution
N-1202 Students, Faculty, and Administrators

	Factor Loading
<u>Factor IV: Student Personal and Social Development</u>	
<u>Activities</u>	
22 Help students grow socially and emotionally	.68
13 Help students become responsible citizens	.61
15 Serve as a personal model for students	.46*
31 Prepare students for a career	.42*
27 Teach students basic study skills	.36*
 <u>Factor V: Advisement and Curriculum Development</u>	
<u>Activities</u>	
12 Serve as faculty adviser to student groups	.46
10 Manage college projects, workshops, institutes, or the like	.41*
11 Develop new teaching methods	.40*
18 Develop new courses and curricula	.37
5 Serve as faculty adviser to individual students	.36
 <u>Factor VI: Preparation of Students for Advanced Study</u>	
26 Prepare students for transfer to a four-year college	.50
25 Teach appropriate advanced level courses in one's field	.38*

*Have considerable loadings on other factors as well.

Pearson correlations and analysis of variance were used to determine differences in role expectations held among the faculty and administrators in the three categories.

Analysis of variance was used to determine the differences between faculty and students, and faculty and administrators.

MAJOR FINDINGS

Table 2 contains the significant statistical relationships relating to the findings reported herein.

Faculty Differences in Role Expectations:

A. Occupational experiences of faculty.

Faculty generally agree on the importance of "Teaching and Classroom" activities and "Research, Publishing, and Professional Organization" activities.

Differences associated with occupational experiences were:

1. Faculty who have greater teaching experience in **grades K-12** gave more importance to "**Student Personal** and Social Development" activities than faculty who have little or no teaching experience at this **level**. The same finding applies to activities associated with "**Preparation** of Students for Advanced Study".
2. Faculty who have taught longer at the four-year college or university level tend to view "Student Personal and Social Development" activities as slightly less important than their colleagues who **have** little or no **experience** teaching at this level.
3. In general, the findings related to teaching experiences of faculty indicated that there is a tendency for faculty who have more total years **teaching** at all levels attach different importance to the role expectations for community college faculty

Table 2

Faculty Differences in Role Expectations Associated with Occupational, Educational Experience and reference group identity.

Differences in Faculty Experience	Teaching and Classroom	Institutional and Organization	Research and Publishing	Student Development	Advisement Curriculum Development	Preparation For Advanced Study
Teaching in K-12				$r = .19^*$		$r = .12^*$
Teaching in College/University				$r = -.10^*$		
Years Teaching All Levels	$r = .15^*$	$r = .14^*$		$r = .10^*$	$r = .11^*$	
Career/ Liberal Arts				$F = 1.80^*$		$F = 2.70^*$
Assistant Professor		$F = 3.38^*$			$F = 2.60^*$	
Faculty/ Doctorate			$F = 13.87^*$			
Faculty/ Masters				$F = 3.99^*$		
Education Courses Taken	$r = .11^*$	$r = .10^*$		$r = .20^*$	$r = .14^*$	
Community College Courses		$r = .14^*$	$r = .16^*$		$r = .13^*$	
Reference group Community College	$r = .11^*$			$r = .11^*$		

* P .05

than their colleagues with less teaching experience.

4. The faculty teaching in Career areas differed from their colleagues teaching in Liberal Arts in that the Career faculty gave more importance to the "Student Personal and Social Development" activities and "Preparation of Students for Advanced Study" activities.
5. Assistant professors differed from their colleagues in other academic ranks on the importance of "Department, College, and Organizational" activities and "Advisement and Curriculum Development" activities.

B. Educational experiences of faculty.

Faculty tend to differ on all aspects of their role in relation to their educational experiences. They differed in the following areas:

1. Faculty who hold the doctorate or are working towards it attach more importance to the "Research, Publishing and Professional Service" activities of their role, than their colleagues who hold the master's degree.

Faculty who hold the master's degree or lower attach more importance to the "Student Development" aspect of their role than their colleagues who hold or are working towards the doctorate.
2. Faculty who have taken a greater number of courses in education attach greater importance than their colleagues who have taken little or no education courses in several aspects of their role: "Teaching and Classroom" activities, "Department, College, and Professional Organization" activities, "Student Development" activities, and "Advisement and Curriculum Development" activities.
3. Faculty who have taken courses related to the community college attach more importance than their colleagues who have taken

little or no courses relating to the community college to the following role expectations: "Department, College, and Professional Organization" activities, "Research, Publication, and Professional Service" activities, and "Advisement and Curriculum Development" activities.

C. Reference group of faculty.

Faculty who tend to hold the community college as their reference group attach more importance than their colleagues who hold outside reference groups in the areas of "Teaching and Classroom" activities and "Student Personal and Social Development" activities. Findings were affected by the interaction of size of institution. Differences were greater in smaller institutions.

Differences in Role Expectations for Faculty Between Faculty and Students.

1. Faculty and students, in general, disagree on the importance of: "Teaching and Classroom" activities, "Department, College, and Professional Organization" activities, "Student Personal and Social Development" activities, "Advisement and Curriculum Development" activities and, "Preparation of Students for Advanced Study" activities.
2. Faculty differences in teaching experience in grades K-12 tend to be associated with areas of potential role conflict with students: specifically teaching, institutional, student development, advisement, preparation for advanced study.
3. Faculty differences in academic degree level tend to be associated with areas of potential role conflict with students; specifically in the area of student development.

4. Faculty differences in the number of education courses taken tend to be associated with areas of potential role conflict with students; specifically student development, preparation of students for advanced study.

5. Reference group of faculty is not associated with areas of potential role conflict with students.

Differences in Role Expectations for Faculty Between Faculty and Administrators.

1. Faculty, in general, disagree with administrator's perceptions of their role in: "Department, College, and Professional Organization" activities, "Advisement and Curriculum Development" activities.

2. Faculty differences in teaching experience in grades K-12 is associated with areas of potential role conflict with administrators; specifically institutional, student development.

3. Faculty differences in academic degree level is associated with areas of potential role conflict with administrators; specifically advisement and curriculum development.

4. Faculty differences in the number of education courses taken is associated with areas of potential role conflict with administrators; specifically institutional, student development.

5. Reference group of faculty is associated with areas of potential role conflict with administrators; specifically advisement and curriculum development.

Conclusions and Recommendations

Role Expectations Held by Faculty.

From the point of view of the literature about community college faculty, the data suggest some corroborations and some surprises.

One outcome is that faculty, in general, agree that "Research,

Publishing, and Professional Service" activities are least important aspects of their role. The only variable associated with a small difference in the perception of the importance of these activities was the academic degree held. In this regard, it is not surprising to find that those faculty who hold or are working towards the doctorate appear to attach more importance to research and their discipline oriented activities than faculty who do not hold the doctorate. For the most part, however, this finding does not corroborate the opinion literature in higher education that faculty experience difficulty in trying to meet both research and teaching role expectations.

On the other hand, for the faculty in this study, there appears to be many differences relating to "Student Personal and Social Development" activities. The data in this study suggest that faculty perceptions of the importance of this aspect of their role are moderately associated with differing patterns of occupational experiences, educational experiences, and reference group. Among those faculty who value student development activities most highly were (1) faculty with teaching experience at the lower educational levels, (2) faculty teaching in Career subject areas, (3) faculty whose highest degree is the master's level, (4) faculty who have taken education courses, and (5) faculty who hold the community college as their reference group. In addition, faculty who have taken education courses and faculty who hold the community college reference group value most highly "Teaching and Classroom" activities.

The data in these findings indicate some support for those who have suggested that these variables influence faculty attitudes toward exhibiting student consideration in their role orientation (Patterson, 1970; Morrison, 1973; Hill, 1978). Moreover, one may conclude that courses in education taken by faculty may be successful in socializ-

ing and faculty member to be responsive to the educational, social and emotional needs of his/her students.

Another "corroboration" of the community college literature that appears to emerge from the data concerns reference group identity of faculty. Two areas of the faculty's role are related to a community college reference group: teaching and student development. This finding contributes some support for the notion of reference group as related to teaching effectiveness (Morrison and Freedman, 1978). It may also be that these faculty are more student centered. Generally, faculty role expectations for which faculty differed from students did not support the literature. For example, faculty attach greater value to those activities dealing with teaching and classroom activities than students. These data would seem to raise a question about what is frequently asserted in higher education that faculty are in conflict with students regarding their (faculty) concern with teaching.

Recommendations for Administration.

1. Administrators should be aware of the diversity of faculty occupational experience and educational experiences which relate to how the faculty member perceives his/her role. An understanding of the differences in faculty role expectations may help administrators socialize faculty to what is expected of them, thus eliminating role ambiguity.
2. Administrators should be aware that students' perceptions of faculty role expectations differ from those of faculty. This may not necessarily lead to conflict. However, a better understanding of what students expect faculty to do can lead to better solutions to problems which may arise between faculty and students.
3. Administrators should be aware that there is disagreement between

faculty and administrators in relation to specific areas of role expectations. Faculty should be made aware of what administrators expect them to do while performing their role.

Recommendations for Theory.

1. The expectations for the role of faculty should be investigated as to their relationship to the actual role behavior of faculty.
2. An attempt should be made to develop an undimensional scale for role expectations to obtain more adequate conceptualization and empirical data on the role obligations of faculty.
3. All dimensions of role conflict between faculty and students should be investigated to determine the actual existence of role conflict.

This study has been conducted during a period of continued growth for community colleges. The tight job market for faculty in higher education has made the community college a much sought after place to teach. The major impacts of this phenomenon include: qualifications for teaching positions more closely parallel those of four-year colleges or universities, including an earned Ph.D; tenure is becoming a more difficult status to achieve; and part-time faculty are being hired to fill positions.

The role of the community college faculty member has become multifaceted. If leaders in the community college wish to facilitate the smooth functioning of faculty in all segments of their work, it is essential that they hire faculty who have been socialized to understand what is expected of them in the performance of their role.

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